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Final report of the Assistant Teacher Programme: assessment working party

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Edith Cowan University

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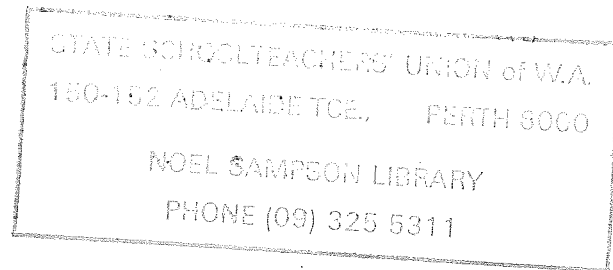
WESTERN AUSTRALIAN
COLLEGE OF ADVANCED EDUCATION

FINAL REPORT
OF THE
ASSISTANT TEACHER
PROGRAMME:
ASSESSMENT
WORKING PARTY

NOVEMBER 1986

Western Australian College of Advanced Education

SCHOOL OF EDUCATION



**FINAL REPORT OF THE
ATP ASSESSMENT: WORKING PARTY**

NOVEMBER, 1986



**WESTERN AUSTRALIAN COLLEGE
OF ADVANCED EDUCATION**

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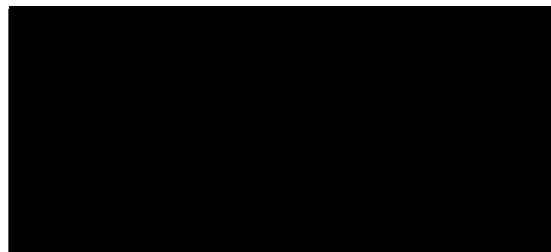
November, 1986

**Dr N. Tuckwell
Chairman, Board of Studies: School of Education
WESTERN AUSTRALIAN COLLEGE OF ADVANCED EDUCATION**

I present the final report of the ATP Assessment: Working Party.

As requested by the Board of Studies in October 1985, the members of the Working Party have reviewed the assessment and grading procedures for the Assistant Teacher Programme in the Diploma of Teaching (Early Childhood Education, Primary and Secondary).

I would like to acknowledge the very substantial contribution made by members of the working party. I believe that the process of reviewing the ATP and producing this report has increased the level of understanding and cooperation between the School of Education and the major educational organisations and employing authorities in Western Australia.



Chairman: ATP Assessment: Working Party

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SUMMARY OF RECOMMENDATIONS

The ATP Assessment: Working Party submits the following recommendations. Where appropriate, explanatory and procedural details about the recommendations are included elsewhere in the report.

RECOMMENDATIONS: It is recommended that:

1. *the criterion-referenced assessment package and procedures recommended in this report be implemented by the School of Education, for the Assistant Teacher Programme, on a medium to long-term basis;*
2. *the School of Education continues to monitor the ATP closely to ensure that adjustments are made as they become necessary in future years;*
3. *the School of Education implements an on-going, effective and wide-spread staff development programme for College and School supervisors; (see page 29)*
4. *a five point assessment scale for the Teaching Mark (OUTSTANDING, HIGHLY COMPETENT, COMPETENT, FAIL (REPEAT), FAIL (EXCLUSION)) be adopted; (see page 20)*
5. *a four point assessment scale for the Professional Development Mark (OUTSTANDING, HIGHLY SATISFACTORY, SATISFACTORY, UNSATISFACTORY) be adopted; (see page 21)*
6. *normally, to be awarded the Diploma of Teaching (ECE, Primary, Secondary) With Distinction, a student must achieve the mark of OUTSTANDING in both the Teaching Mark and the Professional Development Mark;*

7. *the Teaching Mark be recorded on the transcript of academic record (that is, the Professional Development Mark does not appear on the transcript and only the Teaching Mark, given student consent, to be forwarded to the employing authority);*
8. *confirmatory procedures be implemented for all OUTSTANDING and FAIL (REPEAT) teaching mark decisions; (see page 23)*
9. *a working party be formed to review and refine the statement of criteria for the Teaching Mark and the Professional Development Mark; (see page 27)*
10. *the use of a single K-12 Evaluation Form (for ECE, Primary and Secondary students); (see pages 59 and 60)*
11. *since varying school contexts are a fact of life in pre-service and post-service placements, the School of Education should continue to recognize that context is an important variable in the ATP and one which the School of Education has to accommodate;*
12. *the supervision model based on intra-campus teams and an inter-campus confirmatory panel be adopted; (see pages 31-35)*
13. *within the general policy that all lecturers in the School of Education are expected to participate in the supervision of students on ATP, some members of staff may not be used for such supervision. Normally such staff should have a commensurate increase in other components of their work load;*

14. *in view of the logistics of ATP supervision, it will be necessary for some supervisors, who do not have direct ECE experience, to supervise ECE students. It is recommended that "tandem" arrangements and staff development programmes may be appropriate for such supervisors;*
15. *the School of Education liaise with the school principals through Regional Directors and/or Regional Superintendents (EDWA) in regard to the selection of teachers for ATP students in government schools and with the school principals for students allocated to non-government schools;*
16. *the School of Education liaise with the organisations represented on the ATP Assessment: Working Party to develop specific proposals and forums for staff development in supervision skills for school personnel;*
17. *the Professional Practice Advisory Committee advise the School of Education on appropriate procedures to reduce the differing expectations which College and School personnel have in regard to programming;*
18. *the format of the ATP Professional Practice Guidelines booklet be reviewed in regard to the amount of detail included, the layout of key pages, the planning examples provided, etc.*

INTRODUCTION

In October 1985, the Board of Studies: School of Education established the ATP Assessment: Working Party with the brief of reviewing the assessment and grading procedures for the Assistant Teacher Programme in the Diploma of Teaching.

The composition of the working party included School of Education staff from all campuses representing early childhood, primary and secondary levels, curriculum and instruction areas and the Department of Education. The major employing authorities: the Education Department of Western Australia, the Catholic Education Office and the Association of Independent Schools were represented on the working party together with nominees from the Primary Principals Association, Secondary Principals Association, Deputy Principals Associations, the State School Teachers Union and classroom teachers. Three students were nominated by the Student Guild.

The procedures adopted by the working party were firstly to call for submissions from members of staff of the WA College, the Student Guild, associated schools, education organisations and employing authorities. Fifty submissions were received, approximately half of which were from schools and organisations external to the WA College. Secondly, discussions were held with the Education Department of Western Australia and the Catholic Education Office to ascertain the priorities of the major employing authorities in regard to the information they require concerning the teaching ability of prospective teachers. Thirdly, a number of reports on specific topics such as measurement issues, criteria for assessing student teachers, organisational structures etc., were commissioned from members of staff with special expertise in areas of particular relevance to ATP assessment. Finally, the recent research in the study of teaching, the assessment of student teachers and the practicum was reviewed.

The above sources provided a substantial data-base for the deliberations of the working party. The recommendations included in the interim report of March 1986 were the result of consideration and discussion of these data, set in a framework which took cognizance of the context of the WA College and the Western Australian school systems.

The assessment package recommended in the interim report of the working party was trialled during the 1986 ATP. Formative and summative evaluation data were used in a comprehensive review of the ATP. As a result of the trial and evaluation, some relatively minor adjustments and changes are recommended in the final report. However, it was clear from the questionnaire responses of College and School supervisors and from students that there was very strong support for the assessment procedures and supervision model which were trialled in 1986.

ATP POLICY STATEMENT

POLICY

1. The purpose of the Assistant Teacher Programme is to provide students with further opportunities to acquire and refine teaching skills (i.e. as described in the ATP booklet) and to demonstrate by the end of the ATP that they can function successfully as autonomous classroom teachers.
2. In regard to assessment the Western Australian College of Advanced Education intends to report on each student's performance in a manner which is equitable to all students and which provides useful information to the institution, to the student and to prospective employers.
3. Procedures for determining the final grade should reflect a balance between the advisory and assessment roles of College and School personnel.

IMPLICATIONS

- 1.1 The overview of the developmental sequence of Teaching Skills in the ATP booklet, reflects the sequencing of skills within the academic programme.
- 1.2 Autonomous in the sense that the student is competent in the categories of effective teaching listed on the ATP evaluation form.
- 1.3 Grading to occur at the conclusion of the ATP.
- 2.1 The measures adopted are both reliable and valid.
- 2.2 Procedures for determining the final grade/report are educationally defensible.
- 2.3 The final report is additional to the written feedback provided throughout the practice by College and School personnel.
- 2.4 The final grade to take into account the contextual factors which pertained to the student's ATP.
- 3.1 The emphasis is on supervision leading to assessment by College and School personnel.

EVALUATION OF THE 1986 ATP

The main information sources for the evaluation of the 1986 ATP were two questionnaires which were distributed to all ATP students, School Principals and to College and School supervisors.

The first questionnaire (Appendix II) was distributed during the third week of the ATP. Respondents were asked to provide written comment on:

1. The pre-ATP briefings.
2. The ATP Professional Practice Guidelines Booklet.
3. The supervision model for Weeks 1 & 2 i.e. the initial visits to schools by College supervisors.
4. Any other matters/issues.

A total of 205 responses were received.

The comments indicated that there was very substantial support for the supervision model and strong acclaim for the Professional Practice Guidelines booklet. A summary of responders' comments is shown in Appendix III.

The second questionnaire (Appendix IV) was distributed during the ATP Review Week. Respondents were asked to respond, YES or NO, to twelve questions which pertained to the most significant aspects of the assessment package and supervision model. Respondents were also invited to write comments about each of the questions and the ATP generally.

A total of 1039 responses were received.

An analysis of these data obtained from the Phase 2 questionnaire is shown in Tables 1 and 2.

The recommendations included in this report take cognizance of the evaluation data obtained from the Phase 1 and Phase 2 questionnaires.

Table 1

**ATP EVALUATION : PHASE 2
QUESTIONNAIRES : RESPONSE RATE**

COLLEGE SUPERVISORS			
CAMPUS	DISTRIBUTED	RETURNED	%
Claremont	40	31	77.5
Churchlands	80	47	59.0
Mt Lawley	90	45	50.0
Nedlands	60	48	80.0

PRINCIPALS/SUPERVISING TEACHERS			
	DISTRIBUTED	RETURNED	%
E.C.E.	92	26	28.2
Primary	762	192	25.1
Secondary	514	128	25.0
The lower response rate from Principals/Supervising Teachers is accounted for by the fact that in many instances a combined response was made on a single form.			

ATP STUDENTS			
CAMPUS	DISTRIBUTED	RETURNED	%
Claremont (Primary)	89	79	89.0
Churchlands (E.C.E.)	48	33	69.0
(Primary)	133	92	69.0
Mt Lawley (Primary)	141	124	88.0
Nedlands (Secondary incl. Mt Lawley)	229	119	52.0

Table 2

ATP EVALUATION : PHASE 2

QUESTION	COLLEGE SUPERVISORS														ATP STUDENTS														SCHOOL SUPERVISORS										GRAND TOTAL	
	Claremont		Churchlands		Mt Lawley		Nedlands		TOTAL		Claremont		Churchlands		Mt Lawley		Nedlands		TOTAL		ECE		Primary		Secondary		TOTAL													
	Primary		ECE		Primary		Primary				Secondary		Secondary																											
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO						
1	31	—	6	—	29	1	32	—	8	—	45	—	151	1	75	1	31	3	79	11	120	2	30	1	88	4	423	22	26	—	296	—	119	1	441	1	1015	24		
2	31	—	3	3	24	7	28	4	7	1	28	16	121	31	53	26	15	18	41	50	80	41	18	14	54	37	261	186	26	—	268	32	107	16	401	48	783	265		
3	29	1	4	1	25	5	29	3	6	2	33	10	126	22	72	5	23	9	78	11	101	15	18	9	71	15	363	64	22	3	280	19	110	10	412	32	901	118		
4	30	1	5	—	31	—	32	—	8	—	41	2	147	3	76	2	33	1	86	4	119	2	31	—	84	6	429	15	25	—	285	15	116	4	426	19	1002	37		
5	28	3	6	—	26	4	30	2	5	3	40	4	135	16	78	2	28	7	75	14	114	8	27	5	75	17	397	53	24	1	277	19	105	17	406	37	938	106		
6	29	2	5	—	27	3	32	1	8	—	36	8	137	14	71	6	28	6	77	10	103	16	27	4	80	11	386	53	20	3	271	23	107	19	398	45	921	112		
7									8	—	32	7	40	7									20	6	71	14	91	20					106	7	106	7	237	34		
8	30	—	5	—	27	3	27	2	7	1	43	1	139	7	69	5	30	4	72	7	83	10	23	6	77	9	354	41	26	—	251	11	114	5	391	16	884	64		
9	26	—	4	2	24	5	28	1	6	2	33	7	121	17	69	6	19	15	68	8	84	6	18	7	68	20	326	62	23	—	236	16	105	9	364	25	811	104		
10	29	2	6	—	24	6	27	1	8	—	37	4	131	13	72	5	24	10	78	8	89	7	23	3	76	11	362	44	22	2	264	4	111	3	397	9	890	66		
11	26	2	4	1	19	10	27	3	5	2	35	7	116	25	62	9	33	—	82	7	89	8	28	2	69	16	363	42	25	—	261	8	103	6	389	14	868	81		
12	31	—	4	1	25	2	29	—	7	1	39	2	135	6	77	1	24	6	74	13	91	7	25	4	82	8	373	39	26	—	269	3	116	4	411	7	919	52		

*Questions 1 to 12 (see pages 49–51)

ATP ASSESSMENT PATTERN

On the basis of both the strong arguments in the submissions, the advice of writers of reports on specific issues and the experiences of the 1986 ATP, the working party resolved to overcome the problems associated with previous assessment patterns which combined elements of both criterion-referenced and norm-referenced assessment. The assessment pattern detailed in this report is a relatively simple, potentially reliable and valid pattern based on criterion-referenced assessment principles.

Given the diversity of school contexts in which students undertake the ATP and the plethora of other variables which are impossible to standardise in the practicum situation, the working party resolved that complex numerical marking scales, imposed normative distributions and the aggregation of teaching performance measures were inappropriate. Therefore, the recommended pattern includes a broad-band approach in which there is a separation of the Teaching Mark and the Professional Development Mark and a statement of the criteria for each of the Teaching Mark grades.

The trialling of the package confirmed that criterion-referenced assessment was both functional and widely supported by students, teachers and College supervisors. However, as recommended elsewhere in this report, the "ATP Criteria for Assessment Points" statement, trialled in 1986, should be reviewed and refined.

The ATP evaluation data, see Table 2 indicate that there was concern among a number of students and staff with the limitations perceived in the Teaching Mark scale. In particular, the COMPETENT level was thought by some respondents to encompass too broad a range of students and that a BORDERLINE PASS level would be appropriate. The issue of increasing the scale to include four passing grades was discussed at length by the Working Party. It was resolved that the scale trialled in 1986 be retained for the following reasons:

1. given appropriate discussion, training and familiarity with the interpretation of criteria, any misconceptions which pertain to the COMPETENT grade will be resolved. That is, supervisors and students should accept that a student who is assessed as COMPETENT demonstrates that he/she functions as an autonomous classroom teacher;
2. the need to emphasize with College and School supervisors, and students that COMPETENT is an acceptable, respectable mark;
3. the difficulties associated with specifying criteria for more than three passing grades;
4. regardless of the scale used, problems at the "boundaries" of marks are always likely to occur;
5. the need for supervisors to assess on the basis of the criteria rather than on subjective elements such as "student reaction" and "employment prospects".

TEACHING MARK

1. Criterion-referenced assessment (see Statement of Criteria, page 53).
2. A single Teaching Mark determined by consensus between the College and School supervisor/s.
3. The Teaching Mark for secondary students to be a consensus mark determined by School personnel representing both the major and minor teaching areas, and the College supervisor/s.
4. A broad-band assessment pattern i.e. three passing and two failing grades.
5. **Nomenclature : Teaching Mark**

OUTSTANDING	(OS)
HIGHLY COMPETENT	(HC)
COMPETENT	(CO)
FAIL (REPEAT)	(FR)
FAIL (EXCLUSION)	(FE)
6. Only the Teaching Mark to appear on the transcript. (Transcript code as in brackets above).
7. A "confirmatory panel", organised on an inter-campus basis to confirm all potentially "outstanding" and "borderline/fail" students prior to the end of the ATP (see page 23).
8. Both College and School supervisor/s to submit to the WACAE a separate written Evaluation Form (see Evaluation Form K-12, pages 59-63).
9. College and School supervisor/s and the student to sign the "marks" page of the Evaluation Form and forward the form to the WACAE (see page 65).
10. The Teaching Mark will not be converted to a percentage, numeric or alpha equivalent.
11. The assessment pattern does not provide for interpolated marks (i.e., ticking between boxes).
12. A satisfactory/unsatisfactory decision is required for each of the seven categories of teaching skills and, in the case of secondary students, for the minor teaching area. Where a student is assessed as unsatisfactory on any of the seven categories, or in the minor area, the student will be deemed to have failed the ATP (see Statement of Criteria, pages 53-55).

PROFESSIONAL DEVELOPMENT MARK

1. Determined by the School after consultation with the College supervisor/s. That is, the satisfactory/unsatisfactory decision is discussed and agreed upon by College and School supervisors, then the level e.g., Satisfactory, Highly Satisfactory or Outstanding is determined by the School.
2. **Nomenclature : Professional Development Mark**

OUTSTANDING
HIGHLY SATISFACTORY
SATISFACTORY
UNSATISFACTORY
3. That section of the Evaluation Form which addresses Professional Development to be completed by the School (see Evaluation Form, page 63).
4. A student whose Professional Development Mark is assessed as unsatisfactory, but has achieved a passing grade for the Teaching Mark, will be deemed to have failed the ATP. At the discretion of the Board of Examiners such a student may be permitted to repeat the ATP.
5. Where a student's Professional Development Mark is unsatisfactory, thus signalling a fail in the ATP, a confirmatory visit is not required.

CONFIRMATORY PANEL : PROCEDURES

1. The confirmatory procedures apply to all students recommended for the teaching grades of "OUTSTANDING" or "FAIL (REPEAT)".
2. The intent of the confirmatory procedures is not to challenge the professional competence of supervisors. Rather, the procedures are recommended as a means of ensuring comparability of the interpretation of the criteria across a wide range of students in a collegial, acceptable manner.
3. A confirmation of an ATP student's teaching mark should:
 - 3.1 occur only when the school personnel and the College supervisor associated with an ATP student have reached a consensus decision on the teaching mark involved;
 - 3.2 consist of more than one visit by a member of the Confirmatory Panel, the last of which to occur as far as possible during Week 12, and
 - 3.3 involve sufficient time per visit for the Panel member to observe across more than one lesson or learning experience.
4. Confirmatory Panel members preferably to work alone rather than paired with another Panel member. In the classroom, confirmation of OUTSTANDING could involve both the teacher and the Panel member observing the lesson(s)/ learning experience(s), but confirmation of FAIL should involve the Panel member observing alone, for at least a significant period of time. However, an appropriate mix of observation patterns should be agreed upon by all parties.
5. The Confirmatory Panel member reports to the school-based assessment team and the College supervisor but not the student regarding grade determination. However, the Panel member should provide normal feedback about the teaching performance to the ATP student concerned.
6. College supervisor and school personnel reach consensus first, then request a confirmation visit. If no consensus, then cross-checking within the supervision team structure should be initiated and finalized. The Confirmatory Panel ought not to exist for purpose of settling a school-based non-decision.
7. A Confirmatory Panel member will receive notice about an ATP student to be visited, on a Request for Confirmatory Visit Form (see page 67) which will be sent to the appropriate Campus Practice Coordinator, preferably by the end of Week 8 of the ATP. This form is then to be returned to the same Practice Coordinator immediately a confirmed/changed decision is reached.

8. Confirmation visits should commence during Week 10. On the first visit, Panel members should not make a commitment to any party regarding confirmation or otherwise but rather delay this till the second visit. It is recognized that a Confirmatory Panel member will be in a stronger position to confirm or change the original decision after having observed several ATP students across a variety of school settings. However, this does not preclude Confirmatory Panel members, on the first visit, drawing the school-based decision-makers' attention to aspects of the criteria where this seems appropriate.
9. The Confirmatory Visits are not "rubber-stamping" operations, but rather part of the process of making more equivalent the interpretation of the criteria for assessment of the two grades of teaching mark to be decided, all within acknowledgement of school and classroom variations. Against the criteria and having observed several student situations, a Confirmatory Panel member on the second visit ought professionally to determine the grade when the originally nominated grade is not to be confirmed.
10. In the event of the school-based decision-makers not accepting a recommended change in the teaching mark by a Confirmatory Panel member then, the Confirmatory Panel member's decision is the one which stands and should be recorded on the "marks" form.
11. The membership and operation of the Confirmatory Panel to be on an inter-campus basis. The Panel to include a number of school principals and be representative of ECE, Primary and Secondary levels. Panel members should observe within their levels of expertise, namely, ECE, Primary, Secondary, but acknowledgement is given to the indicators of generic teaching performance which would apply when the matching of Panel members' experience and expertise to school level is not possible. (For example, in some rural areas).
12. Although it is difficult to estimate accurately the total number of supervisors required for the Confirmatory Panel, in the interests of comparability of interpretation of the criteria it is recommended that the Panel be relatively small. Early notification of "OUTSTANDING" students, tandem and team supervision arrangements and supervisor training programmes will help to enhance the confirmatory process.

ATP : FR, FE and DEFERMENTS

A student who receives a Teaching Mark of FAIL (REPEAT) and who, by the end of the semester following the ATP has cleared all the academic units of the programme, is required to undertake a remediation programme during Semester 1 of the year following the ATP. The nature of the programme to be determined by the Coordinator of Professional Practice, the student's ATP College supervisor/s and the student.

1. The programme may take the form of an individual contract with a staff member. Such a programme would be designed to meet specific weaknesses identified during the ATP.
2. However, for most students a preferred programme is one which requires the student to enrol for tuition only in EDU 3180 : Improving Classroom Teaching (summary, see page 69), and satisfy the attendance and assignment requirements of the unit. The final examination requirement would not be required for students in the ATP remediation programme.
3. Undertake a six week repeat ATP, commencing at the normal ATP date.
4. Where, in the case of secondary students, the FAIL (REPEAT) mark was due to a deficiency in the student's knowledge and understanding of the content of either the major or minor area, the student may, with the approval of the Coordinator of Professional Practice, enrol in an appropriate content unit in lieu of EDU 3180.
5. It is recommended that the above provisions be implemented in 1988.
6. Normally, a student who fails the repeat of the ATP will receive the mark of FAIL (EXCLUSION) (FE) and be excluded from the programme permanently or for an extended period as determined by the Board of Examiners.
7. Students who are granted a DEFERMENT of the ATP (see College Statutes: Rule 11.1) are required to undertake a twelve week ATP as arranged by the Coordinator of Professional Practice.

ATP : STATEMENT OF CRITERIA

The trialling of the criterion-referenced package during the 1986 ATP confirmed the efficacy of such an assessment system. However, the evaluation data indicated that the statement of criteria (see pages 53–55) needs some elaboration. In addition, those documents in the package which include specific reference to the criteria need to be reviewed and rationalized.

Therefore it is recommended that a working party be formed to review and refine the statement of criteria for the Teaching Mark and the Professional Development Mark.

The tasks of the criteria working party (Len King – Chairman, Kevin Barry, Mike Berson, Dawn Butterworth, Ian Eastwood, Lew Eborall, John Love, Alistair Peacock, Jeremy Simpson) are to:

1. review and refine the criteria statements for all five points of the Teaching Mark, specify more fully the criteria for HIGHLY COMPETENT, identify elements of "Flair" in the criteria for OUTSTANDING;
2. examine the relationship between the criteria statements and the terminology used in:
 - (a) the "Evaluation Form K–12"
 - (b) the "ATP: Criteria for Assessment Points"
 - (c) the "Overview of Developmental Sequence of Teaching Skills"
 - (d) the Teaching Mark and Professional Development Mark criteria, to eliminate any overlapping of criteria;
3. determine the appropriate nomenclature (SATISFACTORY/UNSATISFACTORY) or COMPETENT/NOT YET COMPETENT) for the seven teaching skills categories;
4. review the sub-skills listed on the Evaluation Form K–12.

In regard to Recommendation 10: that a single K–12 Evaluation Form be used for the ECE, Primary and Secondary levels, provision for the specific requirements of Departments is important. (Examples in the Diploma of Teaching (Secondary) are laboratory and safety issues, peripatetic roles, equipment requirements, etc.). Such Departments should design an appropriate format, as an additional comments page, which is given to the student during supervisory visits.

STAFF DEVELOPMENT AND SUPERVISION SKILLS

Clearly the successful implementation of criterion-referenced assessment for the Assistant Teacher Programme depends upon comparable interpretation of the criteria for each of the assessment points, by College and School supervisors, Principals and students.

It is recommended that the School of Education implements an on-going and comprehensive staff development programme for College and School personnel. Suggestions for the programme include:

1. the WACAE Staff Development Officer coordinate a staff development programme on supervision skills for College and School supervisors;
2. guidelines for reaching consensus;
3. the planning group responsible for the development and implementation of the programme to include school principals;
4. development of a supervision "package" (video tapes, documentation, etc.) for College and School supervisors;
5. use of the Supervision Development Project materials;
6. half day sessions during mid- and inter-sessions, for College personnel;
7. regional workshops for School personnel.

ATP SUPERVISION : ORGANISATIONAL STRUCTURE

The organisational structure for the supervision of students during the ATP is central to the effective implementation of the recommendations included in this report. Four priorities underpin the organisational structure, i.e. that staff will:

1. be fully conversant with the new ATP assessment pattern, procedures and statement of criteria;
2. be responsible for effective communication and liaison with schools in the determination of the consensus teaching mark;
3. be responsible for regular and systematic advisory and supervisory visits to schools throughout the ATP;
4. participate in the post ATP appraisal and review.

Since the quality of supervision is central to the effectiveness of the ATP, this report includes in some detail, the advisory and supervisory functions asked of staff together with a timeline and associated tasks. The two-tiered supervision structure is based on the formation of "teams" of supervisors organised on a campus basis and a "confirmatory panel", drawn from the teams and operating on an inter-campus basis.

Consistent with the ATP Policy Statement it is recommended that all students, whether placed in metropolitan or rural schools, should receive comparable supervision. The placement of students in rural areas to take account of the fact that the School of Education has given an assurance that supervision of such students will be comparable in quality with that received by students in the metropolitan area. Furthermore, the confirmatory procedures apply uniformly to all students irrespective of the location of their placement.

SUPERVISORY TEAMS : STRUCTURE AND ORGANISATION

1. Team leaders to be selected on the basis of their willingness, commitment, expertise in the practicum, and their skills in College/School liaison and communication.
2. The composition of the supervisory teams to be organised by the several campuses on the basis of the number of staff available, previous experiences, etc. Consideration will be given to:
 - 2.1 an inter-departmental focus;
 - 2.2 a mix of members from Education and Curriculum areas;
 - 2.3 assigning core Education representatives to each team;
 - 2.4 geographic factors.

3. In determining the composition of supervisory teams, a balance should be maintained with regard to:
 - 3.1 the degree of supervisory competence/ experience;
 - 3.2 providing within the team structure, for "tandem" supervision arrangements which will assist new members of College staff and those with minimal knowledge of the local school systems.

4. Supervisory teams to meet during the ATP (e.g., every 3 weeks) to monitor procedures, arrange "exchange" visits, flag potential confirmatory requests, etc. Each team to resolve complaints and conflicts within their allocated schools and where professional judgement dictates, refer major problems to the Co-ordinator of Professional Practice.

5. **Supervision: Diploma of Teaching (Secondary) Students.**

- 5.1 The ATP policies, supervision model, organisational structure and Evaluation Forms detailed in this report are generic to all Diploma of Teaching students (i.e. ECE, Primary and Secondary areas). Given that all students will be assessed on the same criteria and that an inter-campus team will operate as a confirmatory panel, it should be possible for College staff to assist and supervise in a wider range of areas than has occurred in previous years.

It is recommended that secondary staff be asked to supervise in at least one area additional to their area of specialisation. Further, as noted above, staff from the Department of Education should be included in the secondary ATP supervisory teams. This structure should have the immediate benefit of reducing the time spent in travelling between schools, thereby making more time available for advisory and supervisory tasks. The additional area/s of supervision should be based on the needs of both the students and supervisory team as well as the personal preference of lecturers and their expertise in the subject areas.

These procedures will allow students to receive assistance and supervision from specialist College staff in either their own or a cognate subject area. The working party received strong and consistently argued advocacy from students that advice from both subject area supervisors and more generalist supervisors was appropriate and preferred.

It should be noted that the procedures outlined above do not imply that lecturers in the secondary programme are expected to supervise in all subject areas. However, the procedures do negate the specialist/generalist dichotomy and its concomitant implication that specialist supervisors cannot observe and advise students teaching in a cognate subject area.

- 5.2 Where secondary departments have particular supervisory requirements for their subject area, staff will be provided with appropriate information by those departments. For example, the Department of Music Education requires a written report on the Peripatetic Practice Module for students whose major teaching area is music. Such reports will be distributed, collected and retained by the departments concerned.

PRE ATP ORGANISATION

1. Finalise four weeks prior to the commencement of the ATP:
 - 1.1 the allocation of students to schools;
 - 1.2 the allocation of College supervisors to supervisory teams, students and schools.
2. Conduct ATP briefing meetings for staff. The focus for the meetings:
 - 2.1 ATP objectives, advisory and supervisory roles, assessment;
 - 2.2 role expectations of College supervisors, class teachers, principals and student teachers;
 - 2.3 pre-practice communication with schools;
 - 2.4 arranging and conducting pre-practice meetings with school staff and student teachers;
 - 2.5 guidelines for gaining a knowledge of the school and classroom environments in which students will be working;
 - 2.6 summarising essential qualities and skills displayed by effective supervisors;
 - 2.7 detailing the roles, functions, logistics of the supervisory teams.
3. "Supervisory teams" arrange meetings to rationalize organisational details.
4. College supervisors visit school/s for briefing sessions with school staff/s.
5. Students visit schools prior to ATP.

DURING THE ATP

1. **Week 1**, advisory visit by College staff to monitor:
 - 1.1 student teacher's initial work on written documentation (i.e. structures for daily work pad, programmes, records);
 - 1.2 student teacher's orientation to the classroom and school;
 - 1.3 student teacher's interaction with children/students;
 - 1.4 resolve any initial conflicts, anxieties, misconceptions, etc;
 - 1.5 where personality clashes occur (i.e. student/school, student/supervisor, supervisor/school) the contact person is the Coordinator of Professional Practice.
2. **Weeks 2 – 12**, plan to observe the student teacher "at work" at least once a fortnight (weekly where possible);
 - 2.1 vary the timing to observe a variety of teaching situations (e.g., morning/afternoon, curriculum areas, organisational demands, strategies, etc.);
 - 2.2 periodically arrange to observe the same lesson with the classroom teacher, to share perceptions;
 - 2.3 use the "duplicated carbon" format for recording observations and for providing feedback during post-lesson conference with the student teacher. ("Carbon" books are provided by the School of Education);
 - 2.4 ensure the emphasis is on providing systematic, specific and balanced guidance each visit, making reference to past feedback, progress and needs to be addressed.

3. Maintain liaison with the classroom/subject teacher and school principal during each visit.
4. At the mid-point of the ATP sight the Progress Report (see pages 57–58), the completion of which is the responsibility of the School. That is, the classroom teacher to give the student a copy of the report together with the satisfactory/unsatisfactory decision. (A copy of the Progress Report format is included in the ATP booklet).
5. **By the end of Week 8**
 Notify the team leader about requests for visits from member/s of the confirmatory panel (i.e. potential "outstanding" and "borderline/fail" students).
6. **By the end of Week 11**
 Meet with the Principal/Nominee and appropriate school staff to discuss student teacher's progress and to compare perceptions preliminary to completing the written sections of the Evaluation Form.
7. **Week 12.**
 Determine the consensus Teaching Mark.
 Discuss the substance of the comments written on the Evaluation Form with the student.
 All parties sign the Evaluation Form/marks form.
 Forward the Evaluation Forms and marks form to the appropriate Coordinator of Professional Practice.
 Review the ATP experience with the school staff, noting positive aspects and recommendations for improvement.

POST ATP

1. Meetings of ATP supervisory teams, individually and collectively, to evaluate the ATP.
2. Meetings of student teachers with core Education lecturers, C & I lecturers and assigned ATP supervisors to evaluate the ATP.
3. ATP report compiled by the Coordinator of Professional Practice on each campus and forwarded to the Head: Department of Education.

ATP SUPERVISION : TIMELINE

PRE ATP	Finalise school allocation and supervisory teams.
	Campus briefings for staff, plus team meetings.
	College staff brief schools. College staff brief students.
	Campus meetings re ATP.
	Students visit schools.
ATP Week 1	Advisory visit by College staff.
ATP Week 3*	Observation visit.
ATP Week 5/6	Observation visit. Progress Report: for the student from the school, sighted by College supervisor.
	Consultation – as required.
ATP Week 7*	Observation visit.
ATP Weeks 8 and 9	Observation visit – ‘Confirmatory’ needs, where required, indicated.
ATP Week 11	Observation visit – re: evaluation meeting with school staff.
ATP Week 12	Discuss report with student (i.e. a single “consensus” teaching mark for the ATP). School and College submit separate written reports and the common “marks” form. Forward reports to the Coordinator of Professional Practice.
POST ATP	Review and Evaluation of the ATP.

* i.e. Observation visits spaced throughout the ATP.

AUDIENCE/OWNERSHIP OF THE ATP EVALUATION FORMS

The WACAE, as the pertinent teacher education institution, has responsibility for the awarding of teaching marks. Given this responsibility it follows that the ownership and audience for the completed College and School supervisors' Evaluation Forms and the "marks" form, resides with the WACAE. However, it is also important to ensure that students have access to, and preferably a copy of, the completed Evaluation Forms which pertain to, and report on, their teaching performance, professional development and teaching mark.

It is recommended that:

1. the audience for the College and School supervisors' Evaluation Forms is the WACAE;
2. the comments on the Evaluation Form should be written in the third person;
3. the ownership of the College and School supervisors' Evaluation Forms resides with the WACAE;
4. students will be given a copy of the College and School supervisors' Evaluation Forms;
5. the responsibility for the distribution of copies of the College and School supervisors' Evaluation Forms to potential employers be left with the student;
6. the transcript of academic record issued to students will include only the coded Teaching Mark (i.e. OS, HC, CO, FR, FE);
7. the only information which the WACAE will forward to a potential employer is the Teaching Mark. Disclosure of this information is conditional upon the student having made application to the particular employing authority.

CONCLUSION

The recommendations included in this report are the result of the deliberations and decisions of the ATP Assessment: Working Party which in turn was guided by the points of view, arguments and evidence drawn from the submissions, commissioned reports, relevant research and the evaluation of the 1986 Assistant Teacher Programme.

The resultant assessment pattern is a relatively simple yet sophisticated one which has the potential to meet the requirements of the School of Education, the students and employing authorities by providing a valid and reliable, criterion-referenced measure of the teaching performance of students.

The supervision model together with the detailed organisational structure is designed to provide the framework for the implementation of the new ATP assessment procedures. The cooperation and sense of efficacy of the staff of the School of Education will determine the effectiveness of the implementation of the recommendations included in this report.

MEMBERSHIP OF THE ATP ASSESSMENT: WORKING PARTY

Chairman: Dr I Kerr, Associate Head, School of Education: WACAE – Claremont

Mrs D Williams, Secretary to the Working Party: WACAE – Claremont

Mr M Berson, Primary Principals Association

Dr D Blakeway, Association of Independent Schools

Mrs D Butterworth, Lecturer: WACAE – Churchlands

Mr J Cooper, Deputy Principal: Churchlands Senior High School

Mr G Cowell, Primary Principals Association

Mr M Cullen, Lecturer: WACAE – Claremont

Mrs K Easton, Lecturer: WACAE – Nedlands

Mr I Eastwood, Coordinator of Professional Practice: WACAE – Claremont

Mr L Eborall, Coordinator of Professional Practice: WACAE – Churchlands

Mrs S Fawcett, Lecturer: WACAE – Claremont

Mr R Fuller, Associate Head of Department, Education: WACAE – Nedlands

Mr W Gaynor, Primary Principals Association

Mr R Gleeson, Lecturer: WACAE – Churchlands

Mr J Glendenning, Primary Principals Association

Ms P Hutchinson, Teachers' Union

Mrs A Jackson, Association of Independent Schools

Mr T Jones, Lecturer: WACAE – Mount Lawley

Mr S Jongeling, Staff Development Officer: WACAE

Dr L King, Acting Head of Department, Education: WACAE

Mr A Laird, Education Officer, Student Guild: WACAE

Mr J Lawniczak, Regional Officer: Education Department of Western Australia

Ms D Lewis, Student Guild: WACAE

Mr J Love, Coordinator of Professional Practice: WACAE – Mount Lawley

Mrs P O'Brien, Catholic Education Office of Western Australia

Dr A Peacock, Coordinator of Professional Practice: WACAE – Nedlands

Ms J Reid, Student Guild: WACAE

Mr H Rintoul, Secondary Principals Association

Mr J Simpson, Campus Coordinator, Student Guild: WACAE

Mrs P Stubbs, Senior Mistress, Kelmscott Senior High School

Mr Q Whyte, Primary Deputy Principals Association

Mr N Wilding, Secondary Principals Association

Mr D Wright, Regional Director: Education Department of Western Australia

**WESTERN AUSTRALIAN COLLEGE
OF ADVANCED EDUCATION****CLAREMONT CAMPUS**

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Western Australia 6010

IK:djw

3 June 1986

ATP EVALUATION : PHASE 1

The Interim Report of the ATP Assessment: Working Party made reference to an evaluation of the assessment procedures being implemented during the ATP.

A two-phase evaluation plan is proposed. The purpose of this letter is to provide an opportunity for school personnel, college supervisors and students to forward comments and suggestions about the pre-ATP briefings and the initial weeks of the ATP.

The second phase of the evaluation will be a formal appraisal to be undertaken at the end of the ATP.

The Working Party is keen to obtain feedback about:

1. the pre-ATP briefings;
2. the ATP Professional Practice Guidelines booklet;
3. the supervision model for Weeks 1 and 2 i.e. the initial visits to schools by college supervisors.

The enclosed sheet is provided for any comments and suggestions which pertain to the above points or to the ATP advisory and supervisory procedures in general. Please forward responses, by mid June, to:

Ian Kerr
Chairperson: ATP Assessment: Working Party
Claremont Campus
PO Box 224
CLAREMONT WA 6010.

ATP EVALUATION : PHASE 1

We invite and welcome comments, suggestions and feedback on:

1. The pre-ATP briefings.

2. The ATP Professional Practice Guidelines booklet.

3. The supervision model for Weeks 1 and 2 i.e. the initial visits to schools by College supervisors.

4. Any matters/issues.

EVALUATION – PHASE 1 : SUMMARY OF RESPONSES

The following summary does not include details of the widespread support for various aspects of the 1986 ATP which were expressed in the responses. Rather, the summary lists those comments and recommendations for improving the ATP, which were made by at least five respondents.

1. Concerns of School personnel.

- 1.1 Programming : conflicting expectations (College and School) about the amount of detail in programmes.
- 1.2 Pre-ATP Briefing : classroom teachers need to attend pre-ATP briefings (i.e. not just Principals).
- 1.3 Supervision : College supervisors be required to visit during Week 1
: College supervisors to be aware of current organisation, developments, methodologies, etc., in schools
: Country schools need the pre-ATP visit from College supervisors
- 1.4 ATP Timing : 12 weeks too long (secondary)
: 6.6 preferable to 5:7
- 1.5 Other : students need more work on teaching strategies
: students need micro teaching experiences and demonstrations
: schools would benefit from viewing videos of OS, HC and CO students

2. Concerns of College supervisors

- 2.1 Programming : attention to split grades in programming and Daily Work Pad examples of programmes, all areas
- 2.2 Interpretation of Criteria : college/school supervisors not aware that CO means satisfactory in each teaching skill category but not necessarily every sub-skill, that HC means satisfactory in each teaching skill category and every sub-skill
: interpretation of "flair" in OS
: criteria for OS do not equate with "cannot be faulted"
- 2.3 Supervision : balance/conflict between advisory and supervisory roles.

3. Concerns of Students.

3.1 Programming : more instruction at College on how to programme
: example programmes from all curriculum areas
: examples to be included in the Guidelines booklet

3.2 Daily Work Pad : structure etc., for split grades
: structure for multiple groups

3.3 Pre-ATP Briefing : the briefing to be timetabled over more than just the last teaching week
: briefings were too rushed and compressed
: special session for country bound students

3.4 Preparation Time : insufficient preparation time between the last Semester 1 examination and the commencement of the ATP, (3 days)
: prefer a longer period time after the initial school visit to prepare for the ATP. (In 1986 exams finished 13th May; School visit 14th May; Preparation 15th and 16th; ATP commenced 19th May).

3.5 ECE Students : Guidelines booklet has insufficient ECE focus
: examples of ECE programmes, timetables, etc.
: prefer ATP briefing from ECE staff
: prefer college supervisors with ECE experience

3.6 ATP Timing : prefer one term rather than parts of two terms

NOTE:

In view of the general concerns in regard to programming, it is suggested that:

the Curriculum and Instruction Departments and the Department of Education continue to include work on programming skills (including how to programme, techniques, formats, exemplars, etc) in core units;

problems of differing expectations about programming formats, details, etc. may be alleviated in the K-7 year levels, if the Programming Ideas Document issued by the Education Department of Western Australia is regarded as a general benchmark of expectations for programming.

ATP EVALUATION : PHASE 2

NAME: _____

ATP SCHOOL: _____

WACAE CAMPUS: _____

LEVEL: ECE/PRIMARY/SECONDARY (tick one)

1. Do you endorse the use of a criterion referenced ATP assessment?

Comments:

YES () NO ()

2. Do you agree with the five point scale of the Teaching Mark? (i.e. OS, HC, CO, FR, FE)

Comments:

YES () NO ()

3. Did you find the criteria for each of the five levels of assessment workable?

Comments:

YES () NO ()

4. Do you endorse the use of two separate marks i.e. a Teaching Mark and a Professional Development Mark?

Comments:

YES () NO ()

5. Do you agree with the requirement that a student must be rated "satisfactory" on each of the seven Teaching Skills categories in order to be judged Competent?

Comments:

YES () NO ()

6. Do you endorse the concept of a single Teaching Mark determined by consensus?

Comments:

YES () NO ()

7. (Secondary ATP only).

Was the determination of the consensus Teaching Mark by school personnel in both the major and minor areas, and the College supervisor, appropriate?

Comments:

YES () NO ()

8. Do you agree with the way in which the Professional Development Mark was determined?

Comments:

YES () NO ()

9. Do you agree with the use of a single K-12 Evaluation Form?

Comments:

YES () NO ()

10. Do you endorse the approach taken to supervision which was trialled during the ATP? (i.e. pre-ATP briefings, Week 1/2 visit by the College supervisor, regular visits during ATP, consensus, post-ATP review).

Comments:

YES () NO ()

11. Do you endorse the concept of a confirmatory process?

Comments:

YES () NO ()

12. Overall, do you endorse the "assessment package" which was trialled and implemented during the ATP?

Comments:

YES () NO ()

13. Any other comments on the ATP? *(If space provided is insufficient, please attach paper as required).*

ATP CRITERIA FOR ASSESSMENT POINTS*(UNDER REVIEW)*

The determination of the ATP Teaching Mark is based on criterion referenced assessment. The following is a statement of the criteria for each of the assessment points: i.e. outstanding, highly competent, competent, fail (repeat), fail (exclude).

TEACHING MARK**PROFILE OF AN "OUTSTANDING" ASSISTANT TEACHER**

The assistant teacher assessed as being OUTSTANDING is rated as satisfactory in each of the seven TEACHING SKILLS CATEGORIES indicated on the Evaluation Form and in all of the criteria/sub-skills listed within the major categories. In addition, the OUTSTANDING assistant teacher must demonstrate all of the following:

1.0 High quality contact with learners subject matter, colleagues, parents and community (as appropriate)

Such an assistant teacher should:

- 1.1 display sincerity in working with learners
- 1.2 be interesting and interested
- 1.3 display a total command of lesson content
- 1.4 project an enthusiastic, dynamic (not to be confused with charismatic) teaching style
- 1.5 communicate with learners with clarity and accuracy
- 1.6 project a sense of presence in appearance and manner
- 1.7 display a full commitment to the class and school in all their activities.

2.0 A flair for decision making, characteristied by an ability to:

- 2.1 make autonomous and appropriate decisions in selecting objectives, teaching strategies and learning experiences
- 2.2 make appropriate decisions to evaluate weaknesses and remedy mistakes.

3.0 High quality of instruction, where the emphasis is on:

- 3.1 expertise and flair in planning
- 3.2 selecting and using a wide variety of teaching strategies within all areas
- 3.3 the capacity to meet individual needs and undertake multi-level teaching in a highly effective manner
- 3.4 an ability to capitalise on opportunities for incidental teaching
- 3.5 the provision of a stimulating environment to promote learning.

4.0 High quality management and control, where the student:

- 4.1 uses refined teaching behaviours to establish and maintain control
- 4.2 anticipates and acts early to minimise control problems (should they arise) in an effective manner
- 4.3 maintains the momentum and smoothness of learning experiences in keeping learners on task
- 4.4 uses time effectively.

5.0 Transferability of the above skills (i.e. the supervisor is confident that the assistant teacher would meet the above criteria in most teaching situations.)

PROFILE OF A "HIGHLY COMPETENT" ASSISTANT TEACHER

The assistant teacher assessed as being HIGHLY COMPETENT is rated as satisfactory in each of the seven TEACHING SKILLS CATEGORIES indicated on the Evaluation Form and in all of the criteria/sub-skills listed within the major categories. In addition the HIGHLY COMPETENT assistant teacher must demonstrate:

- 1.0 Some, but not all of the qualities indicated for an Outstanding student teacher.
- 2.0 Such an assistant teacher is autonomous, self reliant and competent in all the categories listed, but lacks the flair, expertise, initiative, refinement and consistency of performance that characterises the "outstanding student".

PROFILE OF A "COMPETENT" ASSISTANT TEACHER

The assistant teacher assessed as being COMPETENT is rated as satisfactory in each of the seven TEACHING SKILLS CATEGORIES indicated on the Evaluation Form. This does not mean that the student is satisfactory in every one of the criteria/sub-skills listed within the major categories e.g., Planning. The COMPETENT assistant teacher demonstrates the following:

- 1.0 Programmes units of work to incorporate an extended form of planning for continuous teaching.
- 2.0 Demonstrates a knowledge and mastery of content for effective long term planning.
- 3.0 Displays a knowledge of, and uses a range of appropriate teaching strategies across subject areas, and pertinent to the needs of individual learners.
- 4.0 Establishes positive long term relationships with learners and develops an appropriate learning environment characterised by motivation, effective management, appropriate learning tasks, diagnostic skills, maintenance of purposeful records, and evaluation techniques.
- 5.0 Willing and able to work cooperatively with colleagues in the school environment.
- 6.0 Demonstrates the potential to continue to build competence and expertise in the above requirements.
- 7.0 **Secondary students:** the Teaching Mark for secondary students to be a consensus mark, determined by College and School personnel, based on the student's teaching in both the major and the minor teaching areas.

The mix of the above abilities results in a demonstration of the assistant teacher's ability to function as an autonomous classroom teacher. This determination is based on the understanding that limited, but appropriate support from the principal and/or senior staff member will be available during the first year of teaching.

PROFILE OF A "FAIL (REPEAT)" ASSISTANT TEACHER

The assistant teacher assessed as being FAIL (REPEAT) raises doubt in the mind of the supervisor with respect to one or more of the following:

- 1.0 A major breakdown or consistently unsatisfactory achievement in one or more of the major teaching skills categories (i.e. Planning, Teaching Strategies, . . .) on the Evaluation Form.
- 2.0 The ability of the assistant teacher to promote and sustain learning.

NOTE:

- 1.0 A student whose Professional Development Mark is assessed as unsatisfactory, but has achieved a passing grade for the Teaching Mark, will be deemed to have failed the ATP. At the discretion of the Board of Examiners such a student may be permitted to repeat the ATP.
- 2.0 **Secondary students:** where the student's teaching skills in either the major or the minor teaching area are assessed as unsatisfactory, the student will be deemed to have failed the ATP.
- 3.0 The supervisor needs to determine whether the assistant teacher, given further practice opportunities, would reach a competent level. Because of the implications associated with awarding a "fail grade" supervisors should:
 - 3.1 diagnose and document specific reasons for the "failure" and relate these to the developmental sequence of teaching skills indicated in the ATP booklet;
 - 3.2 assess the influence of situational factors (i.e. school/classroom context, degree of support . . .) on the assistant teachers unsatisfactory progress.

PROFILE OF A "FAIL (EXCLUSION)" ASSISTANT TEACHER

The assistant teacher assessed as being FAIL (EXCLUSION) displays:

- 1.0 Inability to cope with the requirements of a 12 week ATP, as opposed to a 2 week teaching practice, and needs to be removed from the school before the completion of the practice.
or
- 2.0 Unsuitability for teaching and where no purpose would be achieved in having the student transfer to another school, or repeat the ATP at a later date.



Western Australian College of Advanced Education
ASSISTANT TEACHER PROGRAMME
PROGRESS REPORT

Schools are requested to use this form at the mid point of the ATP, to indicate the Assistant Teacher's progress. It should be completed by the supervising teacher and handed to the Assistant Teacher.

1. PLANNING

2. TEACHING STRATEGIES

3. RELATIONSHIPS

4. COMMUNICATION SKILLS

5. CLASSROOM MANAGEMENT

6. INSTRUCTIONAL SKILLS

7. EVALUATION

8. PROFESSIONAL DEVELOPMENT

Constructive suggestions for improvement.

Comments on areas of strength.

OVERALL INTERIM ASSESSMENT

☐

Satisfactory

☐

Unsatisfactory

(one box must be ticked)

Class Teacher

School

Assistant Teacher

Date



Western Australian College of Advanced Education

SCHOOL OF EDUCATION

ASSISTANT TEACHER PROGRAMME

EVALUATION FORM – K-12

Name _____ Group _____ Campus _____

School _____ Year Levels taught _____

TEACHING SKILLS
Please consider the following criteria

CATEGORY	COMMENTS
PLANNING	SATISFACTORY <input type="checkbox"/> or UNSATISFACTORY <input type="checkbox"/>
Programming Daily planning Selection of learning experiences Continuity of learning experiences Command of content Preparation of resources, equipment Planning for learners needs	
TEACHING STRATEGIES	SATISFACTORY <input type="checkbox"/> or UNSATISFACTORY <input type="checkbox"/>
Varies presentation techniques Appropriate teaching strategies Small group/multi level teaching Caters for individual needs Spontaneous/incidental teaching Utilization of routines and rules Extends and integrates learning	
RELATIONSHIPS	SATISFACTORY <input type="checkbox"/> or UNSATISFACTORY <input type="checkbox"/>
Establishes appropriate learning climate Positive relationship with learners Promotes positive attitudes in learners Quality of interactions with learners Enhances self-esteem of learners Effective involvement with staff, parents, community	
COMMUNICATION SKILLS	SATISFACTORY <input type="checkbox"/> or UNSATISFACTORY <input type="checkbox"/>
Clear, expressive verbal communication Monitors voice usage in relation to group size and situation Language adjusted to learners Non-verbal communication Promotes language development	
CLASSROOM MANAGEMENT	SATISFACTORY <input type="checkbox"/> or UNSATISFACTORY <input type="checkbox"/>
Giving directions, instructions Management of on-task behaviour Effective control of group/class Handles minor disruptions Momentum and smoothness of learning experiences Organisation of space, resources and time Transitions within and between learning experiences	

CATEGORY	COMMENTS
INSTRUCTIONAL SKILLS	SATISFACTORY <input type="checkbox"/> or UNSATISFACTORY <input type="checkbox"/>
Beginning lessons/experiences Concluding lessons/experiences Maintains learner interest Setting of learning tasks for individual needs Questioning — levels, uses learner responses Explaining and demonstrating Maintains effective discussion Consolidation over a series of learning experiences Selective use of resources Effective classroom decision-making	
EVALUATION	SATISFACTORY <input type="checkbox"/> or UNSATISFACTORY <input type="checkbox"/>
Frequency and quality of supervision Checks learner understanding Observes, marks, assesses, records and interprets learners development and learning Use of appropriate developmental measures/teacher-made tests Uses evaluations for future planning	

MINOR TEACHING AREA (Secondary Students)

Minor Area _____ Number of Lessons taught [] Year Levels taught _____

COMMENTS:

MINOR TEACHING AREA:

SATISFACTORY ☐ or UNSATISFACTORY ☐

GENERAL COMMENTS

College Supervisor _____

Student: _____ Date: _____

Please forward this report to the Coordinator of Professional Practice



Western Australian College of Advanced Education

SCHOOL OF EDUCATION

ASSISTANT TEACHER PROGRAMME

EVALUATION FORM – K-12

Name _____ Group _____ Campus _____

School _____ Year Levels taught _____

TEACHING SKILLS

Please consider the following criteria

CATEGORY	COMMENTS
PLANNING	SATISFACTORY <input type="checkbox"/> or UNSATISFACTORY <input type="checkbox"/>
Programming Daily planning Selection of learning experiences Continuity of learning experiences Command of content Preparation of resources, equipment Planning for learners needs	
TEACHING STRATEGIES	SATISFACTORY <input type="checkbox"/> or UNSATISFACTORY <input type="checkbox"/>
Varies presentation techniques Appropriate teaching strategies Small group/multi level teaching Caters for individual needs Spontaneous/incidental teaching Utilization of routines and rules Extends and integrates learning	
RELATIONSHIPS	SATISFACTORY <input type="checkbox"/> or UNSATISFACTORY <input type="checkbox"/>
Establishes appropriate learning climate Positive relationship with learners Promotes positive attitudes in learners Quality of interactions with learners Enhances self-esteem of learners Effective involvement with staff, parents, community	
COMMUNICATION SKILLS	SATISFACTORY <input type="checkbox"/> or UNSATISFACTORY <input type="checkbox"/>
Clear, expressive verbal communication Monitors voice usage in relation to group size and situation Language adjusted to learners Non-verbal communication Promotes language development	
CLASSROOM MANAGEMENT	SATISFACTORY <input type="checkbox"/> or UNSATISFACTORY <input type="checkbox"/>
Giving directions, instructions Management of on-task behaviour Effective control of group/class Handles minor disruptions Momentum and smoothness of learning experiences Organisation of space, resources and time Transitions within and between learning experiences	

CATEGORY	COMMENTS
INSTRUCTIONAL SKILLS	SATISFACTORY <input type="checkbox"/> or UNSATISFACTORY <input type="checkbox"/>
Beginning lessons/experiences Concluding lessons/experiences Maintains learner interest Setting of learning tasks for individual needs Questioning — levels, uses learner responses Explaining and demonstrating Maintains effective discussion Consolidation over a series of learning experiences Selective use of resources Effective classroom decision-making	
EVALUATION	SATISFACTORY <input type="checkbox"/> or UNSATISFACTORY <input type="checkbox"/>
Frequency and quality of supervision Checks learner understanding Observes, marks, assesses, records and interprets learners development and learning Use of appropriate developmental measures/teacher-made tests Uses evaluations for future planning	

MINOR TEACHING AREA (Secondary Students)

Minor Area _____ Number of Lessons taught [] Year Levels taught _____

COMMENTS:

MINOR TEACHING AREA:

SATISFACTORY ☐ or **UNSATISFACTORY** ☐

GENERAL COMMENTS

PROFESSIONAL DEVELOPMENT

Please consider the following criteria

CATEGORY

Appropriate professional relationships:
parents, school and community
Staff relationships
Commitment to teaching
Acceptance and response to advice
Knowledge and implementation of
administrative procedures and duties
Punctuality

Personal appearance
Acceptance of staff responsibility
Effective self evaluation
Initiative and foresight
Cooperativeness
Models, desirable attitudes and behaviours
Productive use of non-contact time
Involvement in the corporate life of the school

GENERAL COMMENTS

Principal or Nominee: _____

Student: _____

Date: _____

Please forward this report to the Coordinator of Professional Practice



1. COLLEGE COPY
2. STUDENT COPY
3. SCHOOL COPY

Western Australian College of Advanced Education

SCHOOL OF EDUCATION

ASSISTANT TEACHER PROGRAMME : MARKS FORM

STUDENT'S NAME: _____

GROUP: _____ CAMPUS: _____

ATP SCHOOL: _____

YEAR LEVELS TAUGHT: _____

TEACHING MARK: (determined by the School and College: please tick one box)OUTSTANDING ☐HIGHLY COMPETENT ☐COMPETENT ☐FAIL (REPEAT) ☐FAIL (EXCLUSION) ☐PROFESSIONAL DEVELOPMENT MARK: (determined by the School: please tick one box)OUTSTANDING ☐HIGHLY SATISFACTORY ☐SATISFACTORY ☐UNSATISFACTORY ☐

Principal or Nominee: _____

College Supervisor: _____

Student: (i.e. sighted by the student) _____

Date: _____

Please forward this report to the Coordinator of Professional Practice on your Campus



Western Australian College of Advanced Education

SCHOOL OF EDUCATION

ASSISTANT TEACHER PROGRAMME

REQUEST FOR CONFIRMATORY VISIT

NAME OF ASSISTANT TEACHER: _____

CAMPUS: _____ GROUP: _____

SCHOOL: _____ PHONE: _____

PRINCIPAL: _____

We request a visit to the Assistant Teacher named above to confirm his/her Final Teaching Mark as OUTSTANDING/FAIL.

REASONS FOR REQUEST:

PRINCIPAL: _____

COLLEGE SUPERVISOR: _____

DATE: _____

Please return to the Coordinator of Professional Practice on the appropriate campus.

Western Australian College of Advanced Education

SCHOOL OF EDUCATION

ASSISTANT TEACHER PROGRAMME

CONFIRMATION VISIT FORM

To Confirmatory Team Member

Student's Name: Campus:

School:

Principal: Phone:

College Supervisor: Phone:

Practice Coordinator: Phone:

This student has been nominated for a confirmatory visit for Outstanding/Fail (Repeat)/
Fail (Exclude).

Comments

Confirmed Outstanding

Confirmed Fail (Repeat)

Confirmed Fail (Exclude)

Recommended Mark Not Confirmed

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Mark Given

O	HC	C	FR	FE
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(Please tick)

Date(s) visited:

Comments:

Signed:

Date:

Please return to Practice Coordinator on Campus.

Date Received by Practice Coordinator:

Practice Coordinator's Signature on Receipt of Completed Form:

Signed:

EDU 3180 : IMPROVING CLASSROOM TEACHING

EDU 3180 is the entry unit in the Study of Teaching : Education Studies specialization. The unit is offered in Semester 1 on each campus.

The unit focuses on:

1. Providing students with an overview of the study of teaching research and literature within the broad categories of:
 - (a) managerial skills,
 - (b) instructional skills,
 - (c) relationship skills,
 as befits the needs and levels of third year Diploma of Teaching students preparatory to the ATP.
2. Identification of individual student's teaching skill targets for self-improvement. Early identification of these targets provides the direction for the student's background reading and assignment work.

The assignment work consists of:

1. Students analysing their past teaching practice reports to help identify some targets for self-improvement.
2. Selection of one or two targets for self-improvement which are of particular significance.
3. Undertake extensive reading of texts and appropriate journal articles to establish what the research literature is saying about the chosen target(s) for self-improvement and to open up the various dimensions and components of that target for self-improvement.
4. Design a self-made checklist or coding device based on point 3 above which should enable the student's performance in the chosen target(s) for self-improvement to be recorded.
5. Across 3 or 4 weekly sessions, the student, working with a partner, teaches a small group of learners, practising the particular teaching skill target(s), whilst under observation by the peer, who records descriptive feedback of the teaching, including use of the checklist. The student, following each lesson, analyses the feedback, modifies and adapts the professional target(s) and checklist accordingly, and prepares the follow-up teaching.
6. A synthesis of 1 to 5 above is presented in a written assignment with point 5 to be in a diary format. The quality of perceptive, honest, and informed self-analysis and self-evaluation is the main determiner of the report. The report will include also a summary evaluation of the entire exercise plus a comment of what additional considerations will be required when transferring from the micro-teaching mode to working in the whole class situation.

SUBMISSIONS

Submissions were received from the following people/groups.

Mr C Arblaster, Anzac Terrace Primary School
 Ms J Barker, Grovelands Early Childhood Unit
 Ms H Barr and Staff, Presbyterian Ladies College
 Mr R Berlach, WACAE: Claremont
 Mr B Berry, WACAE: Claremont
 Mr M Brown, WACAE: Churchlands
 Ms B Buchanan, WACAE: Claremont
 Mr R Collopy and Staff, Graylands Primary School
 Mr D Courts, WACAE: Nedlands
 Mr B Dennis and Staff, Mirrabooka Senior High School
 Ms P Dolan and Staff, Davallia Primary School
 Mrs W Duyker and Staff, Montessori School
 Mr F Dymond, WACAE: Nedlands
 Mr R Ellis, WACAE: Mount Lawley
 Mr K Farrell, Huntingdale Primary School
 Mrs T Formentin, WACAE: Mount Lawley
 Mr R Fuller, WACAE: Nedlands
 Mr C Gardiner, WACAE: Claremont
 Dr D Goodrum and Staff of the Science Education Department,
 WACAE: Churchlands
 Mr S Grabski and Staff, St Mary's Primary School
 Mr N Green, WACAE: Mount Lawley
 Mr D Hedges, WACAE: Churchlands
 Dr M Hennessy, St Joachim's Primary School
 Mr A Herrington, WACAE: Mount Lawley
 Mr S Jongeling, WACAE: Mount Lawley
 Dr L King, and staff of the Education Department, WACAE: Churchlands
 Ms N Kleyn and Staff, Greenwood Senior High School
 Dr I Lantzke, WACAE: Claremont
 Ms P Lee, WACAE: Churchlands
 Mr R McKenna, WACAE: Churchlands
 Mr M McKercher, WACAE: Mount Lawley
 Mr W Moroz, WACAE: Mount Lawley
 Mrs L Newhouse, WACAE: Nedlands
 Mr J Oliver, WACAE: Nedlands
 Dr A Peacock, WACAE: Nedlands
 Mrs S Piowczyk-Kruk, WACAE: Claremont

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EDITH COWAN UNIVERSITY



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Ms D Piruk, Teacher Librarian
Sr M Pius and Staff, St Mary's Primary School
Ms J Robertson, Penrhos College
Mr R Sheridan, De Vialar College
Mr E Sirna, Penrhos College
Mr P Sweetman, Kapinara Primary School
Dr P Tannock, Catholic Education Office of Western Australia
Mr A True, WACAE: Mount Lawley
Mr W Vivian, Swanbourne
Mr L Vlahov, Heads and Associate Heads of Departments, WACAE: Nedlands
Mr D Whitehead, WACAE: Mount Lawley
Mr D Wignall, Kardinya Primary School
Mr N Wilding, Maddington Senior High School
Mrs J Williams, WACAE: Nedlands
Mr J Williamson, WACAE: Mount Lawley

Discussions were held with:

Catholic Education Office

Combined Schools Liaison Committees and the Professional Practice
Advisory Committee of the WACAE

Mr S Jongeling, Staff Development Officer, WACAE

Staffing Directorate, Education Department of Western Australia